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ABSTRACT

During 1974 approximately 13 percent of the 2.8 million students enrolled in Texas schools represented a concentrated effort to serve educationally disadvantaged pupils with the greatest needs on campuses eligible for Elementary and Secondary Education Act (ESEA) Title I funds. Of these funds, 75 percent was expended for instructional activities with reading receiving the largest amount. Although Federal funds received by Texas were not fully adequate to meet all diagnosed needs of educationally disadvantaged students, programs funded under ESEA Title I continued to have an impact on the instruction and achievement of those students served. This impact was revealed by the achievement gains of participating students. In the larger districts (those with an average daily attendance (ADA) of 35,000 or more), 62 percent of the students in reading and 56 percent of those in mathematics programs showed gains equal to or greater than those expected of the general population. In the smaller districts (those with less than 35,000 ADA), 56 percent of the students in reading programs and 52 percent of those in mathematics programs showed gains equal to or greater than 1.0 month per month of instruction. This 1973-74 annual report provides tabular information on the participants, instructional activities, pupil services, effectiveness of the reading and mathematics programs, summer programs, and programs operated in nonpublic schools. (Author/NQ)

Annual Report of Programs for the Disadvantaged in Texas ESEA, Title 1 1973-74

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Texas Education Agency
Austin, Texas
November, 1974

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Annual Report of Programs for the Disadvantaged in Texas ESEA, Title I 1973-74

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November, 1974

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

During FY 1974 approximately 13 percent (368,646) of the 2.8 million students in Texas schools, who were classified as educationally disadvantaged with the greatest needs on campuses eligible for ESEA, Title I funding, received concentrated special treatments through the expenditure of 63.5 million dollars of Title I funds. Of this total, 47.3 million dollars (75 percent) was expended for instructional activities with reading receiving the largest amount.

In the larger districts 62 percent of the students in reading and 56 percent of those in mathematics programs showed gains equal to or greater than those expected of the general population. In the smaller districts, districts with less than 35,000 average daily attendance, 56 percent of the students in reading programs and 52 percent of those in mathematics programs showed gains equal to or greater than 1.0 month per month of instruction.

Although Federal funds received by the State of Texas are not fully adequate to meet all diagnosed needs of educationally disadvantaged students, programs funded under ESEA, Title I continue to have an important impact upon the instruction and achievement of those educationally disadvantaged students who are served. This impact is revealed by the gains in achievement made by participating students.

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INTRODUCTION

Regulations

The Regulations for Title I of the Elementary and Secondary Education Act* of 1965, PL 89-10, require the following as indicated in Section 116.22:

> There must be at least an annual evaluation of the program, including appropriate objective measurements of educational achievement and the comparing, at least annually, of the educational achievement of participating children with some objective standard or norm. The type of measurement used by a local educational agency should give particular regard to the requirement that the State Educational Agency report to the U. S. Commissioner of Education on the effectiveness of the programs in that State in improving the educational achievement of participating children.

The unit within the Texas Education Agency responsible for the administration of the Title I program is the Division of Program Funds Management. The Division of Evaluation, Office of Planning, conducts the evaluation mandated by federal regulations. The local school districts within the State of Texas that operated programs funded through Title I submitted the required evaluation report to the Texas Education Agency. However, since there were more than 1,000 such districts, a stratified random sample was used for reporting statewide information to the U. S. Office of Education. (See Page 2)

Goal and Assumptions

The Texas Education Agency perceives the goal of the programs funded under Title I as the provision of instruction and services to those pupils with the greatest incidence of educational need in order that these pupils may be assured of progress in school. Two basic assumptions proceed from this goal. First, both pupil services and instruction will be provided to some number of pupils in some number of districts, and second, these services and instruction will ensure that these pupils make progress in school. The implication which can be made from these assumptions is that pupil progress will be of sufficient quantity that these children will remain in school until graduation.

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*Within the context of this report, Title I of the Elementary and Secondary Education Act is referred to as Title I.

Purposes

As stated earlier, an annual statewide evaluation of Title I must be conducted by the State and the results reported to the U. S. Commissioner of Education. Among the other purposes of the evaluation process are the following:

- To provide the local school districts with some indicators of program quality which the districts might use for decision making while, at the same time, meeting the need for State information.

- To provide personnel in the Division of Program Funds Management of the Texas Education Agency with information to assist in program planning and approval for the succeeding year.

- To provide a discussion of attempts to eliminate the barriers to normal academic progress so that children are able to remain with their peer groups as they progress toward graduation or the completion of an educational program which will provide them an adequate background to meet the challenges of the competitive world.

- To provide information about how resources have been utilized for the benefit of disadvantaged children in Texas schools during the 1973-74 school year.

Program Description

The ninth year of programs for educationally disadvantaged children funded under Title I has seen a decrease in the number of children served by these programs. Since the inception of the legislation providing this funding, an attempt has been made to focus programs on those pupils with the greatest educational disadvantagement. The identification of program objectives was deemed necessary to ensure that program efforts were directed toward the highest priority needs of the students.

Information reported on the following pages for the programs operated during the regular school term was obtained from the completed Annual Information Report of Programs Funded Through ESEA, Title I Regular in Public Schools, Regular Term, 1973-74.

Sample Selected

All information received from the eight districts in Texas having an ADA of 35,000 and over was used in compiling the statewide report. A stratified random sample was used by the Texas Education Agency for

purposes of reporting information on Title I funded programs in districts of less than 35,000 ADA. The sample was selected by district size according to the following criteria:

(1) 50 percent of the 41 districts having an ADA of 9,000 to 34,999

(2) 25 percent of the 85 districts having an ADA of 3,000 to 8,999

(3) 10 percent of the 566 districts having an ADA of 300 to 2,999

(4) 10 percent of the 297 districts having an ADA of less than 300

The data received from districts of less than 35,000 ADA were weighted to represent all districts of these size groupings. Weighting factors were derived on the basis of pupils who participated in programs and dollars expended in providing these programs. Table 1 presents the data utilized in arriving at the weighting factors which were applied to data elements received from the sample districts. Also shown in this table are number of participants and expenditures from districts of 35,000 ADA and over. All information received from the sample districts was carefully examined for accuracy and validity.

Data are presented in most instances for districts 35,000 ADA and over (Strata I districts) and districts less than 35,000 ADA (Strata II districts), as well as for the State. The data shown for Strata II districts are those derived from the weighting process. Examination of data received in past years has shown that there are differences between programs provided to pupils in the eight largest school districts in the State (districts having an ADA of 35,000 and over and predominantly urban, inner city districts) and to those pupils in other districts.

Information shown in this report from summer programs and programs operated in nonpublic schools was collected and tallied from all districts operating such programs.

Table 2 provides a historical overview of the number of districts providing programs through the use of Title I funds and the number of pupils who participated in these programs from 1965 to the present. The number of pupils who were served by these programs decreased by approximately 11 percent from FY 1966 to FY 1974.

TABLE 1

PARTICIPANTS AND EXPENDITURES, TITLE I
BY AVERAGE DAILY ATTENDANCE (ADA) OF SCHOOL DISTRICT

SIZE OF DISTRICT BY AVERAGE DAILY ATTENDANCE (ADA)	NUMBER OF DISTRICTS IN STATE	PERCENT OF DISTRICTS SELECTED FOR SAMPLE USED FOR REPORTING	TOTAL NUMBER OF CHILDREN PARTICIPATING IN TITLE I FUNDED PROGRAMS	PERCENT OF CHILDREN PARTICIPATING IN TITLE I FUNDED PROGRAMS IN SAMPLE DISTRICTS	TOTAL TITLE I FUNDS EXPENDED IN PROVIDING SUPPLEMENTARY ACTIVITIES AND SERVICES	PERCENT OF TITLE I FUNDS EXPENDED IN SAMPLE DISTRICTS OF TOTAL EXPENDITURE
35,000 & over*	8	100%	86,571	100.00%	$15,556,453	100.00%
9,000 - 34,999	41	50%	84,277	55.24%**	12,342,576	53.99%**
3,000 - 8,999	85	25%	68,811	27.59%**	10,455,115	24.05%**
300 - 2,999	566	10%	114,028	10.62%**	18,102,573	10.30%**
Less than 300 ADA	297	10%	14,959	7.66%**	2,371,199	8.32%**

* All information received from districts of 35,000 and over ADA were used for reporting.

** These percentages were applied to all data elements reflecting number of pupils and expenditures in the sample districts.

TABLE 2

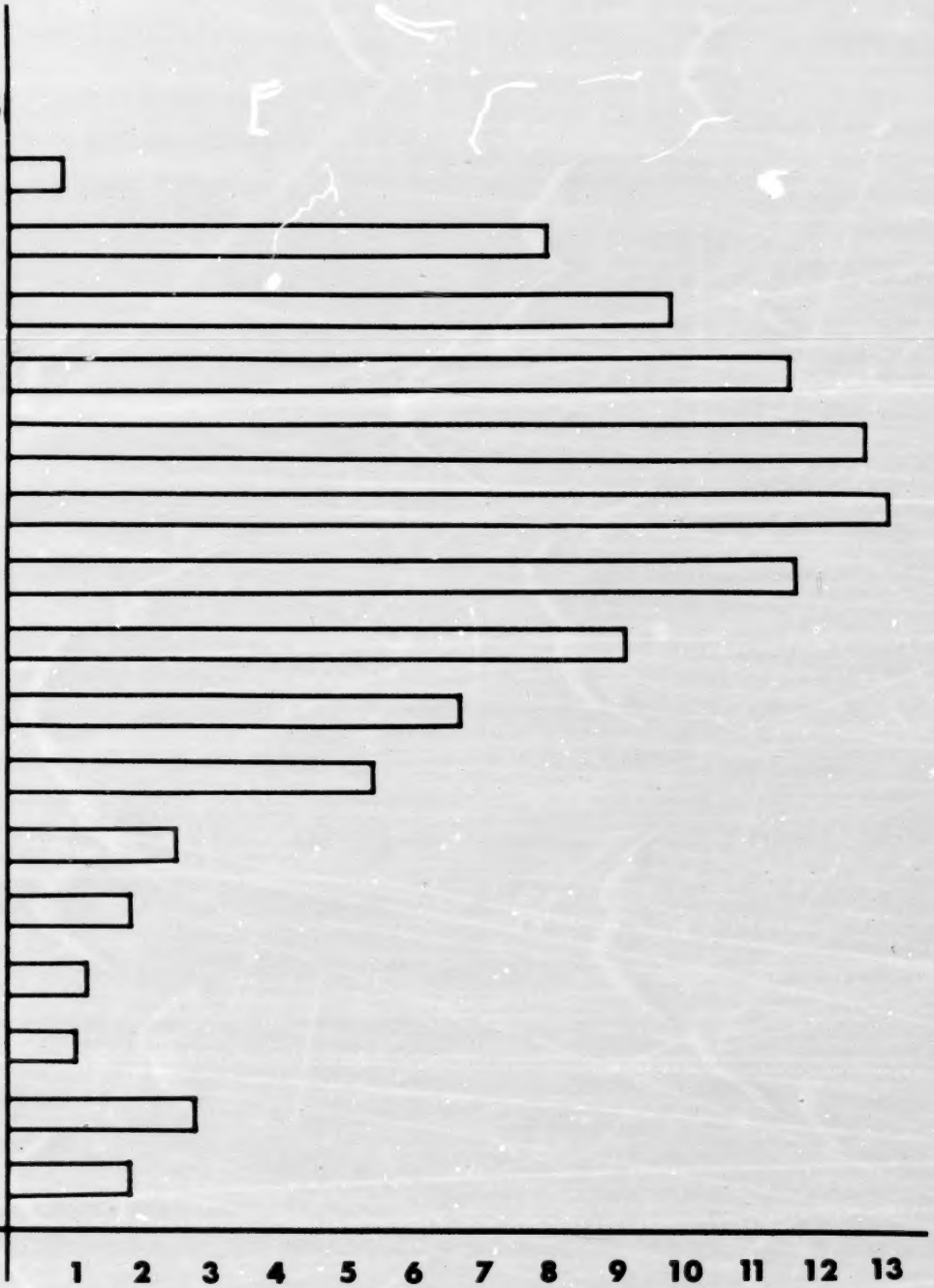
BASIC STATE STATISTICS, 1965-1974

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Number of School Districts in State	1,330	1,303	1,273	1,242	1,227	1,187	1,161	1,149	1,144
Number of School Districts with Title I Funded Projects	1,133	1,155	1,157	1,107	1,091	1,061	1,045	1,025	1,011
Percent of Total School Districts Having Projects Funded from Title I	85.1%	88.6%	90.8%	89.1%	88.9%	89.4%	90.0%	89.4%	88.4%
Number of Regular Projects	611	716	750	749	763	849	762	750	751
Number of Cooperative Projects	151	124	115	100	91	84	80	80	69
Number of Schools in Cooperative Projects	474	439	407	358	328	296	283	275	260
Total State Enrollment of Public Schools	2,493,390	2,554,308	2,615,623	2,682,229	2,728,007	2,803,771	2,822,446	2,833,009	2,782,151
Total Direct Participants in Title I Funded Projects in Public Schools	415,011	421,211	438,704	598,080	467,858	421,277	429,257	392,317	368,646
Percent of State Enrollment Directly Participating	16.6%	16.5%	16.8%	22.3%	19.3%	15.0%	15.2%	13.8%	13.3%

TABLE 3

PARTICIPANTS IN ESEA, TITLE I FUNDED PROGRAMS BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS
Pre K	2,972
K	29,445
1	36,240
2	42,722
3	46,885
4	47,965
5	43,045
6	33,426
7	24,929
8	20,089
9	9,332
10	6,478
11	4,356
12	3,757
Ungraded	10,204
Sp. Ed.	6,801
TOTAL	368,646



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PARTICIPATION

Table 3 represents the number of pupils by grade level wh were served by the use of Title I funds for all districts in the State. In districts 35,000 ADA and over, 88.6 percent of all participants were in grades prekindergarten through six. In the smaller districts, 73 percent of the participants were in grades prekindergarten through six. An additional 14 percent of the pupils served in the Strata II districts were in grades seven and eight. One of the stated objectives of the Title I program, as administered in Texas, was to serve a greater percent of elementary level pupils than secondary level pupils in the hope that early treatment of educational problems would result in a reduction of need as the pupil proceeded through an educational program. From FY 1973 to FY 1974, there was a six percent decrease (overall) in the number of children served. In larger districts (Strata I) the decrease was 10.8 percent; in smaller districts (Strata II) the decrease was 4.5 percent.

Table 4 presents data on participation of pupils in programs by the ethnicity of the pupils. The ethnicity of the pupils served in each of Strata I and II is a population characteristic of the areas in which the districts are located and was not an attempt to include or exclude any particular ethnic group in these programs. However, it has always been a fact that more minority group children are served by Title I funded programs than majority group children. The passage of the Elementary and Secondary Education Act in 1965 was based on the principle that the educational problems of all disadvantaged children should be eliminated. The ethnic distribution of students served remains essentially the same as in FY 1973.

TABLE 4

PARTICIPANTS IN TITLE I FUNDED PROGRAMS BY ETHNICITY

ETHNICITY	ALL DISTRICTS		STRATA I DISTRICTS*		STRATA II DISTRICTS**	
	Number	Percent	Number	Percent	Number	Percent
Spanish-surnamed	177,345	48.1%	35,793	41.3%	141,552	50.2%
Negro	110,498	30.0%	43,767	50.6%	66,731	23.6%
Other	80,803	21.9%	7,011	8.1%	73,792	26.2%
Total	368,646	100.0%	86,571	100.0%	282,075	100.0%

* Strata I Districts - Districts having an ADA of 35,000 and over

** Strata II Districts - Districts having an ADA of less than 35,000

INSTRUCTIONAL ACTIVITIES

Title I funds are categorical aid. They are to be spent to provide instruction and service over and above that already provided by the local district. Title I provides special services to educationally, economically, and culturally deprived and handicapped children showing specific need who attend eligible Title I schools. The alleviation of educational problems is the objective toward which Title I funds are to be concentrated. Use of funds to accomplish other objectives is incidental to the purpose of increasing educational gains. Therefore all pupils identified as educationally disadvantaged and eligible to receive the benefits of Title I funds should be served in an instructional program. However, the data collected indicate that 13 percent of all those pupils identified as Title I participants in Strata II districts received no instruction which was funded through Title I. In Strata I districts, two percent of the identified participants were not in Title I funded instructional activities.

Figure A shows the percent of districts, by strata, providing instruction to Title I pupils in certain instructional areas.

Table 5 provides information on those pupils participating in instructional activities as well as the percent of total participants receiving treatment in each area. Instructional treatment provided through Title I is supplemental in nature and designed to give a pupil additional help in areas in which he or she exhibit weaknesses. All pupils identified as needing this supplemental instruction should also be involved in the regular school program and receiving the same benefits as non-Title I pupils. Information collected from school districts, however, does not provide an indication of the extent to which the disadvantaged pupil is served by the regular school program.

Figure B presents the percent of total Title I instructional dollars expended for each instructional activity. In Strata I districts, 66 percent of all instructional dollars were expended in the areas of reading, mathematics, and English language arts compared to 84 percent expended in these areas in Strata II districts. The percent of the expenditures of the Strata II districts for these three instructional areas was virtually unchanged from last year (83 percent to 84 percent). However, the percent for the Strata I districts decreased by five percent (from 71 percent to 66 percent). Compared to the smaller districts, the Strata I districts expended a relatively large percent of their Title I instructional dollars in the area of preschool education. However, 73 percent of the preschool age children identified as eligible for Title I programs were involved in instructional activities in the Strata I districts, compared to 60 percent in Strata II districts. Therefore it must be noted that approximately 40 percent of the preschool age children in the smaller districts received no educational benefits from Title I other than those which were accrued through the provision of pupil services.

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FIGURE A

PERCENT OF DISTRICTS PROVIDING INSTRUCTIONAL PROGRAMS

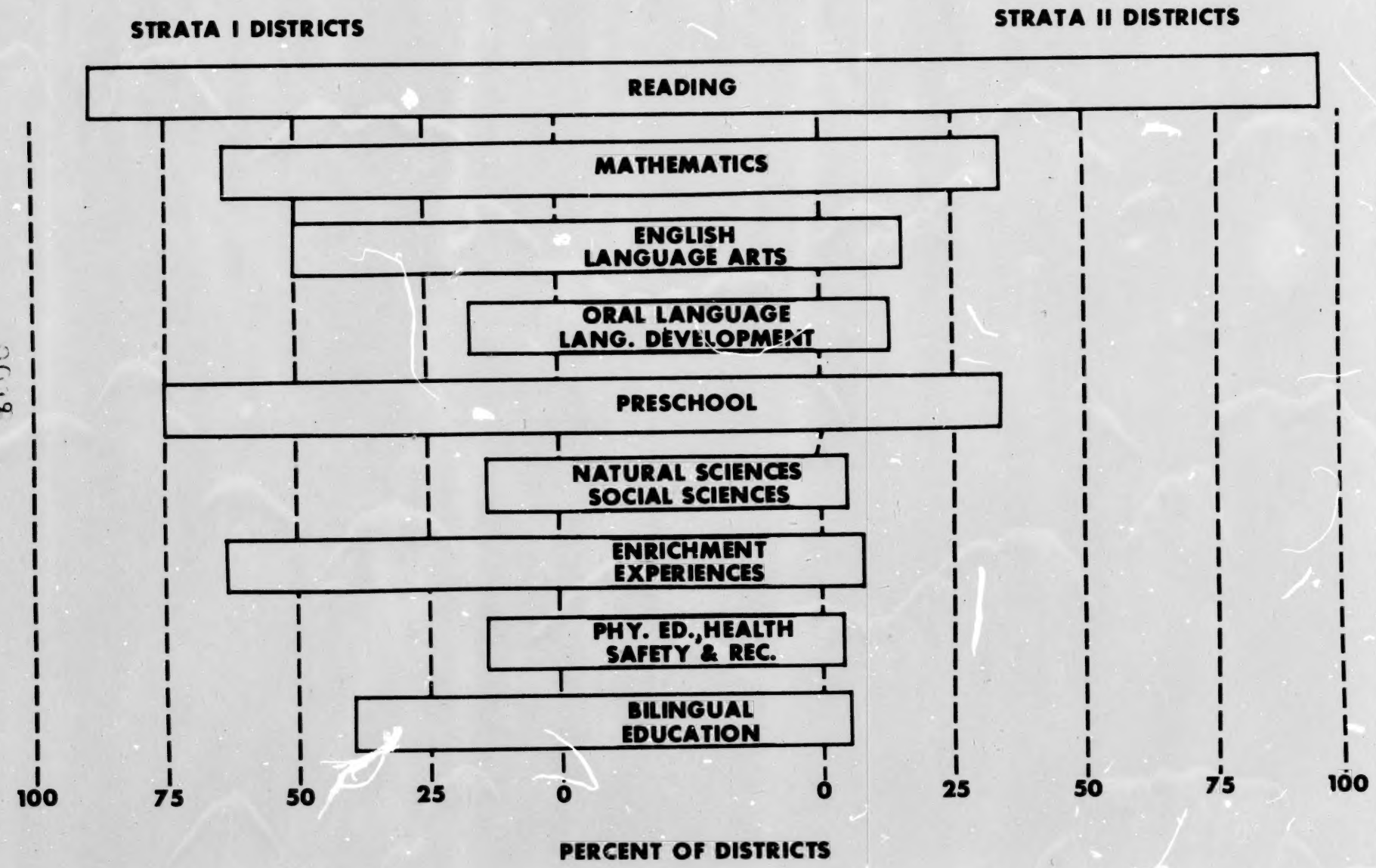

TABLE 5

PARTICIPATION IN INSTRUCTIONAL ACTIVITIES
FUNDED THROUGH TITLE I

INSTRUCTIONAL ACTIVITY	NUMBER OF PARTICIPANTS RECEIVING INSTRUCTION AND PERCENT OF TOTAL CHILDREN PARTICIPATING IN TITLE I FUNDED PROGRAMS					
	ALL DISTRICTS		STRATA I		STRATA II	
	Number	Percent	Number	Percent	Number	Percent
Reading	235,934	64%	63,653	73%	172,281	61%
Mathematics	58,962	16%	22,844	26%	36,118	13%
English Language Arts	36,800	10%	9,809	11%	26,991	10%
Oral Language/Language Development	36,416	10%	13,706	16%	22,710	8%
Preschool	20,408	63%	5,448	73%	14,960	60%
Natural Sciences/Social Sciences	17,414	5%	1,257	1%	16,157	6%
Enrichment Experiences	42,028	11%	19,115	22%	22,913	8%
Physical Education, Health, Safety and Recreation	14,782	4%	1,249	1%	13,533	5%
CVAE	215	.001%	215	.2%	-	-
Special Education	585	.2%	-	-	585	.2%
Bilingual Education	11,201	3%	6,937	8%	4,264	2%

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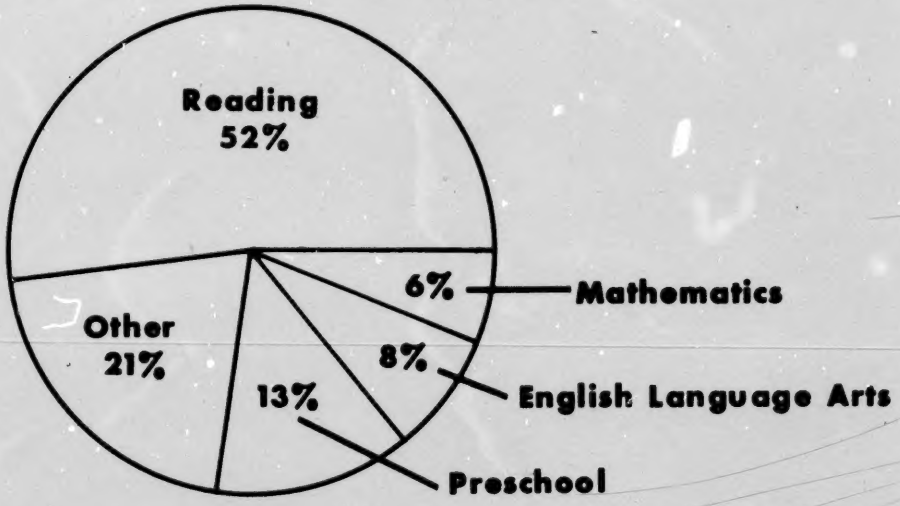
FIGURE B
COST OF INSTRUCTIONAL ACTIVITIES

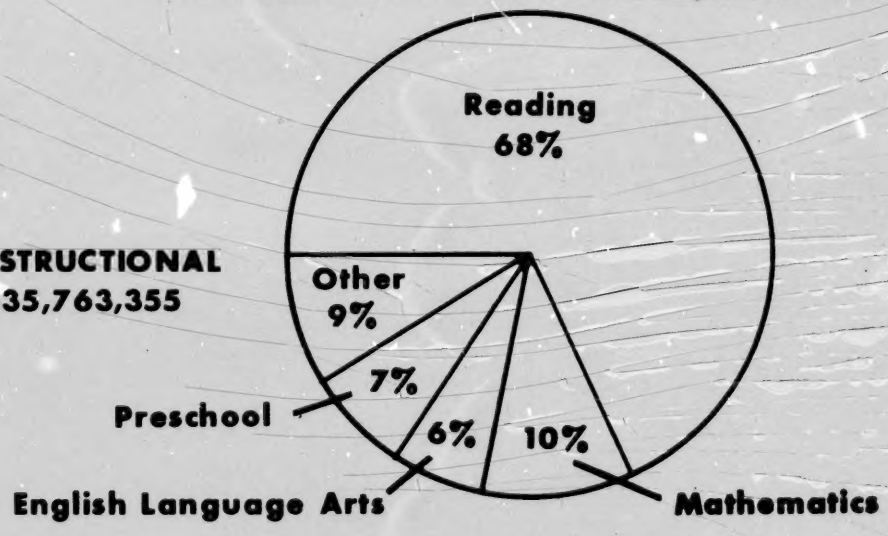
Districts with 35,000 ADA & over

TOTAL INSTRUCTIONAL COST $11,649,497



Districts with less than 35,000 ADA

TOTAL INSTRUCTIONAL COST $35,763,355



GRAND TOTAL OF INSTRUCTIONAL EXPENDITURES - $47,343,846

"Other" instructional activities include Oral Language/Language Development, Natural Sciences, Social Sciences, Enrichment Experiences, Physical & Health Education, Special Education, Bilingual Education.

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Table 6 reflects the per pupil cost of instructional activities from Title I funds and the per pupil cost of the activities when funds from all other sources were utilized in conjunction with Title I funds. In all instances, in the Strata II districts other funds were used in conjunction with Title I funds in providing supplementary instruction to educationally disadvantaged pupils. The same is true for the Strata I districts with the exception of mathematics, English language arts, and natural sciences/social sciences. These other funds included other Federal funds as well as State and local funds, increasing the per pupil expenditures substantially for several of the instructional activities.

The per pupil costs from Title I funds ranged from $19 for physical education, health, safety, recreation to $191 for preschool with the average per pupil expenditure for all instructional activities being $82. The per pupil costs from Title I funds in the Strata II districts was higher in seven of the ten instructional activities than it was in the Strata I districts. The exceptions were English language arts, natural sciences/social sciences and preschool.

TABLE 6

COST OF INSTRUCTIONAL ACTIVITIES PER PUPIL

INSTRUCTIONAL ACTIVITY	ALL DISTRICTS Per Pupil Cost		STRATA I DISTRICTS* Per Pupil Cost		STRATA II DISTRICTS** Per Pupil Cost	
	Title I	All Sources	Title I	All Sources	Title I	All Sources
Reading	$128.86	$ 157.52	$ 95.38	$100.99	$141.23	$ 178.40
Mathematics	71.00	101.06	29.80	29.80	97.21	146.13
English Language Arts	79.06	102.15	90.80	90.80	74.79	106.27
Oral Language/ Language Development	72.34	96.71	66.45	75.84	75.89	109.30
Preschool	191.26	374.92	274.55	335.40	160.93	389.32
Natural Sciences/ Social Sciences	29.16	41.11	83.71	83.71	24.91	37.79
Enrichment Experiences	27.44	37.22	23.34	30.07	30.86	43.18
Physical Education, Health, Safety, Recreation	19.48	30.76	11.46	11.46	20.23	33.27
Special Education	143.00	2,152.75	-0-	-0-	143.00	2,152.75
Bilingual Education	54.58	165.57	44.29	174.53	71.33	151.01

* Strata I Districts - Districts having an ADA of 35,000 and over
** Strata II Districts - Districts having an ADA of less than 35,000

PUPIL SERVICES

Pupil services are made available to educationally disadvantaged pupils for the purpose of reducing problems which might possibly hinder the academic success of a pupil. Title I funds are available for this purpose as well as funds from a multitude of other sources both within the school districts financial structure and other agencies administering service programs. Table 7 reflects the number and percent of all identified Title I participants who received pupil services, regardless of the source of the funds which provided these services. In Strata I districts, 89 percent of all identified Title I pupils received at least one pupil service through the school district and in Strata II districts, 79 percent of these pupils received at least one service. The Strata I districts furnished transportation, fees and breakfast to a much larger percent of their participating students than did the Strata II districts.

As noted from Table 7, the total cost of providing these services from Title I was relatively small, only 12 percent of all Title I funds expended during the regular school term. It would appear that the pupils' basic needs are being met in such a manner that the schools are able to direct their resources into instructional programs rather than pupil services, or that because instructional services are required before pupil services can be provided, very few dollars are left. The extent to which these needs are being met by agencies other than the school district is reflected somewhat in the last columns of Table 7. However, district personnel completing the Annual Information Report have indicated that these data regarding aid provided to pupils outside the school are difficult to collect.

Food Service receives by far the greatest amount of funding from sources other than Title I. However, if food service is excluded, the amount of Title I funds spent for services was three times as great as funds from other sources.

The total Title I funds utilized for services shown in Table 7 differs from the overview in Table 23 because one of the school districts did not indicate the services for which $47,278 (as reported in the overview of the Annual Information Report) was expended.

TABLE 7

PUPIL SERVICES

TYPE OF SERVICE		PARTICIPANTS IN TITLE I FUNDED PROGRAMS RECEIVING SERVICES		COST OF PROVIDING SERVICES TO PARTICIPANTS IN TITLE I FUNDED PROGRAMS	
		Number	Percent	Title I Funds	Funds From Other Sources
Social Services		118,596	32%	$1,865,212	$ 724,885
Clothing		28,978	8%	350,570	54,328
Transportation		73,763	20%	211,343	926,677
Fees		30,850	8%	77,648	220,293
Guidance and Counseling		135,134	37%	1,993,740	1,345,075
Psychological Services		27,629	7%	124,642	655,257
Dental Care:	Screening	136,936	37%	721,310	499,185
	Referral	45,397	12%		
	Treatment by Nonschool Personnel	14,492	4%		
	Treatment by School Personnel	18,014	5%		
Medical Care:	Screening	243,490	66%	1,487,551	604,963
	Referral	54,972	15%		
	Treatment by Nonschool Personnel	34,754	9%		
	Treatment by School Personnel	139,012	38%		
Food:	Breakfast	110,012	30%	141,707	3,404,823
	Snack	8,251	2%	227,308	416,198
	Lunch	302,781	82%	92,836	28,182,836

0020

PERSONNEL SERVING IN PROGRAMS FUNDED THROUGH TITLE I

Information reported by school districts on personnel was to include all persons who were actively involved in providing instruction and services to pupils in programs which were funded in whole or in part by Title I. Salaries for these personnel do not necessarily come from Title I.

According to the information received, 47 percent of the cost of providing staff development activities to personnel shown in Table 8 was funded by Title I. The cost per person from all sources of funds for staff development ranged from $19 for nurses aides (60 percent participated) to $110 for elementary guidance counselors (90 percent participated). Staff development costs for teachers was approximately $76 for an elementary teacher and $59 for a secondary teacher, excluding salaries which were normally paid to these personnel.

A marked increase over 1972-73 in the percent of personnel who received special preparation for working with disadvantaged children was observed for all types of personnel.

TABLE 8

PERSONNEL (REGARDLESS OF FUNDING SOURCE OF SALARY) SERVING IN PROGRAMS FUNDED THROUGH TITLE I

PERSONNEL POSITION	NUMBER OF PERSONNEL SERVING IN PROGRAMS	PERCENT OF TOTAL PERSONNEL WHO PARTICIPATED IN STAFF DEVELOPMENT ACTIVITIES	PERCENT OF TOTAL PERSONNEL WHO RECEIVED SPECIAL PREPARATION FOR WORKING WITH DISADVANTAGED CHILDREN	COST OF STAFF DEVELOPMENT ACTIVITIES	
				Title I	Other
Teachers - Elementary	6,617	91%	68%	$268,903	$236,057
Teachers - Secondary	882	93%	78%	27,614	24,723
Teachers - Multilevel	530	99%	15%	1,496	10,719
Guidance Counselors - Elementary	263	90%	80%	13,312	15,534
Guidance Counselors - Secondary	111	100%	59%	688	3,402
Guidance Counselors - Multilevel	207	86%	50%	12,474	3,647
Nurses	593	81%	50%	6,310	10,945
Librarians	321	76%	35%	3,440	8,654
Social Services Personnel	338	91%	62%	8,100	19,076
Other Professional Personnel	923	80%	53%	29,972	40,288
Teacher Aides	5,716	91%	64%	54,279	106,230
Nurses Aides	130	60%	43%	655	1,519
Library Aides	404	92%	50%	1,637	10,495
Other Nonprofessional Personnel	1,168	59%	41%	12,001	21,307

EFFECTIVENESS OF READING AND MATHEMATICS PROGRAMS

The testing of students participating in programs emphasizing the cognitive skill areas was dependent upon the evaluation design for each individual program operated by a district. However, for the 1973-74 school year, districts were directed to test all students in reading and mathematics programs which were funded through Title I and report the results of those tests to the Texas Education Agency.

Districts indicated, as a part of their evaluation plan in the Consolidated Application for State and Federal Assistance, the expected level of attainment for pupils in each of their programs, and the instruments which would be used to measure whether that attainment level was achieved. Therefore many different instruments, including standardized achievement tests, diagnostic instruments and criterion-referenced tests were used to measure pupil achievement in reading and mathematics.

Test data are presented in Tables 9 and 16 for Strata I and Tables 10-15 and 17-22 for Strata II. The data shown in the tables are unweighted. They include only that information received from the districts included in the sample. However the representativeness of these data for all pupils in the State should be fairly accurate because of the manner in which the districts were selected for inclusion in the sample.

The data considered to be relatively valid indicators of the success of programs and useful for aggregating were those received from districts administering a standardized achievement test to pupils and reporting to the Texas Education Agency composite reading scores and composite mathematics scores (all subtest scores combined as a measure of each of the subject areas). From Strata II, districts of less than 35,000 ADA, only data from the seven major standardized achievement tests most often used in Texas were compiled for reporting in Tables 10-15 and 12-22.

The percent of pupils from Strata II in reading and mathematics programs from whom comparable test scores were received are as follows:

	Reading	Mathematics
Districts of 9,000 - 34,999 ADA	37.2%	22.5%
Districts of 3,000 - 8,999 ADA	63.3%	34.5%
Districts of 300 - 2,999 ADA	61.9%	53.8%
Districts with less than 300 ADA	59.9%	38.5%

These percentages are substantially higher than in previous years when, for example in 1972-73, approximately eight percent of the pupils who were in reading and mathematics programs in Strata II districts were tested and had test data submitted to the Texas Education Agency on their level of achievement.

All test data which were received from districts of 35,000 ADA and over, Strata I, for pupils who were in reading and mathematics programs are

reported in Tables 9 and 16. In combining information for presentation in these tables, all available test data from both achievement and diagnostic instruments, as well as data reported from separate subtests (i.e., reading comprehension, vocabulary, paragraph meaning), were used. An audit of records from one of these districts revealed that test data submitted had included scores from non-Title I students. Since each district was not audited, it has not been determined if this was the case with any other district.

Utilizing all of the information received from the districts of 35,000 ADA and over, the achievement of 44.6 percent of the pupils in reading activities and 38.5 percent of the pupils in mathematics activities are presented. From the 1972-73 programs in the large districts, only 37 percent of the pupils were represented in the achievement data.

The data submitted by districts in the Annual Information Report reflect numbers of pupils by average gain per month of instruction. For presentation in this report, a computation was made of the percent of pupils tested who showed gains of 1.0 month and greater per month of instruction, as well as the average gain per month of instruction for each grade level. This information, along with the number of pupils in the instructional program and the number of pupils tested, is shown in Tables 9, 10, and 12-15 for reading and Tables 16, 17, and 19-22 for mathematics.

Tables 11 and 18 provide summarized information for each of the substrata within Strata II. An average gain for all grade levels was computed for each of these substrata, as well as the percent of all pupils showing gains of 1.0 month per month of instruction and greater. These statistics for each of the substrata may be compared to the same statistics for all of Strata II found in Tables 10 and 17.

Results reported on reading achievement indicate that approximately 62 percent of all pupils tested in Strata I districts achieved one month per month of instruction and greater, or that the rate of achievement for this group of pupils was at or above a normal rate of learning. As was mentioned earlier in this report, an audit of one district in Strata I revealed contamination of test data. The effect of this and other artifacts of reporting modes has not been assessed.

Data reported from the Strata II districts reveal that approximately 44 percent of the pupils were achieving at a normal growth rate. The average gain in reading for all grade levels was .83. Within the substrata, pupils from districts of 9,000 to 34,999 ADA showed an average gain of .90.

Reported achievement data from pupils in mathematics programs were generally higher than results from reading programs in Strata II districts. The overall gain per month of instruction from pupils in Strata II was .90 with pupils in districts of 3,000 to 8,999 ADA showing gains of .98. In Strata I districts, the average gain per month of instruction was .94.

TABLE 9

READING ACHIEVEMENT DATA
FROM DISTRICTS WITH 35,000 ADA & OVER

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	11,161	4,582	60.98	1.13
3	10,415	4,926	57.61	.98
4	11,443	4,891	66.61	1.19
5	9,415	4,989	65.56	1.15
6	6,038	2,630	58.02	1.01
7	1,971	921	42.45	.78
8	1,327	264	41.29	.76
9	775	548	82.66	1.19
10	762	205	78.05	1.18
11	315	27	55.56	1.10
12	227	10	60.00	1.13
TOTAL	53,849	23,993	61.77	1.08

0026

TABLE 10

READING ACHIEVEMENT DATA

FROM DISTRICTS WITH LESS THAN 35,000 ADA

GRADE LEVEL	NUMBER IN PROGRAM (Sample Only)	NUMBER OF PUPILS TESTED (Sample Only)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	5,900	2,583	46.23	.89
3	6,974	3,223	42.72	.94
4	7,047	3,273	39.54	.76
5	6,542	3,139	39.25	.74
6	5,330	2,475	38.42	.67
7	3,161	1,894	54.54	1.00
8	2,172	979	48.62	.75
9	795	456	67.98	.88
10	403	207	47.34	1.08
11	258	166	48.80	.76
12	167	135	56.30	1.00
TOTAL	38,749	18,530	43.83	.83

0025

TABLE 11

READING ACHIEVEMENT DATA

FROM DISTRICTS WITHIN STRATA II

SIZE OF DISTRICT	NUMBER IN PROGRAM (Sample Only)	NUMBER OF PUPILS TESTED (Sample Only)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
Districts of 9,000-34,999 ADA	22,485	8,363	46.36	.90
Districts of 3,000-8,999 ADA	8,331	5,276	44.14	.80
Districts of 300-2,999 ADA	7,036	4,354	39.23	.72
Districts of less than 300 ADA	897	537	38.73	.78

0030

TABLE 12

READING ACHIEVEMENT DATA
FROM DISTRICTS OF 9,000 to 34,999 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	3,621	1,255	50.12	.92
3	4,286	1,508	44.43	1.08
4	4,112	1,559	40.03	.83
5	4,059	1,350	39.11	.79
6	2,992	933	35.80	.71
7	1,665	891	60.49	1.09
8	881	231	59.74	.99
9	359	302	76.16	.86
10	209	107	57.01	.88
11	173	124	46.77	.69
12	128	103	64.08	1.12
TOTAL	22,485	8,363	46.36	.90

0031

TABLE 13

READING ACHIEVEMENT DATA
FROM DISTRICTS OF 3,000 TO 8,999 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	1,081	601	49.25	.95
3	1,409	861	46.92	.86
4	1,646	870	40.34	.69
5	1,244	956	41.21	.76
6	1,337	915	42.62	.69
7	648	452	49.12	1.05
8	476	387	41.60	.58
9	326	126	50.79	.87
10	98	45	40.00	1.68
11	47	36	55.56	.95
12	19	27	33.33	.55
TOTAL	8,331	5,276	44.14	.80

0032

TABLE 14

READING ACHIEVEMENT DATA
FROM DISTRICTS OF 300 to 2,999 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	1,090	655	38.32	.81
3	1,123	756	35.58	.80
4	1,144	743	37.14	.68
5	1,115	751	37.95	.66
6	887	567	35.63	.58
7	763	487	49.28	.77
8	760	332	47.89	.76
9	70	17	58.82	1.02
10	63	46	34.78	.67
11	16	—	—	—
12	5	—	—	—
TOTAL	7,036	4,354	39.23	.72

0033

TABLE 15

READING ACHIEVEMENT DATA
FROM DISTRICTS OF LESS THAN 300 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	108	72	25.00	.63
3	156	98	34.69	.68
4	145	101	42.57	.79
5	124	82	30.49	.55
6	114	60	41.67	.51
7	85	64	50.00	1.03
8	55	29	62.07	.96
9	40	11	54.55	1.24
10	33	9	33.33	.76
11	22	6	50.00	1.05
12	15	5	20.00	.98
TOTAL	897	537	38.73	.73

0034

TABLE 16

MATHEMATICS ACHIEVEMENT DATA

FROM DISTRICTS WITH 35,000 ADA & OVER

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	3,855	1,256	54.62	.99
3	3,250	1,385	57.33	.95
4	3,319	1,433	60.29	.96
5	2,955	1,561	56.44	.92
6	2,008	1,096	61.86	1.08
7	1,200	339	19.17	.47
8	791	177	33.90	.60
9	350	--	--	--
10	590	35	45.71	.51
11	276	--	--	--
12	316	--	--	--
TOTAL	18,910	7,282	55.53	.94

0035

TABLE 17

MATHEMATICS ACHIEVEMENT DATA

FROM DISTRICTS WITH LESS THAN 35,000 ADA

GRADE LEVEL	NUMBER IN PROGRAM (Sample Only)	NUMBER OF PUPILS TESTED (Sample Only)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	753	349	60.17	1.10
3	1,072	499	62.93	1.17
4	1,180	615	49.76	.91
5	1,185	613	51.88	.92
6	820	484	31.82	.44
7	634	364	45.60	.70
8	604	193	61.66	.99
9	462	78	70.51	1.28
10	89	24	58.33	1.03
11	56	19	73.68	1.35
12	33	--	--	--
TOTAL	6,888	3,238	51.58	.90

0036

TABLE 18

MATHEMATICS ACHIEVEMENT DATA
FROM DISTRICTS WITHIN STRATA II

SIZE OF DISTIRCT	NUMBER IN PROGRAM (Sample Only)	NUMBER OF PUPILS TESTED (Sample Only)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
Districts of 9,000-34,999 ADA	2,353	529	51.23	.89
Districts of 3,000-8,999 ADA	2,695	1,739	56.87	.98
Districts of 300-2,999 ADA	1,710	920	43.04	.77
Districts of less than 300 ADA	130	50	28.00	.45

0037

TABLE 19

MATHEMATICS ACHIEVEMENT DATA FROM
DISTRICTS WITH 9,000 TO 34,999 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	163	46	67.39	1.25
3	284	54	72.22	1.13
4	372	125	40.80	.80
5	384	71	63.38	1.15
6	363	80	17.50	.10
7	212	96	47.92	.89
8	282	17	82.35	1.32
9	282	40	77.5	1.31
10	9	--	--	--
11	2	--	--	--
12	--	--	--	--
TOTAL	2,353	529	51.23	.89

TABLE 20

MATHEMATICS ACHIEVEMENT DATA FROM
DISTRICTS WITH 3,000 TO 8,999 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	321	183	73.22	1.32
3	461	276	68.48	1.27
4	420	308	56.17	1.00
5	439	349	55.59	1.00
6	265	228	33.77	.49
7	284	191	46.60	.61
8	207	130	63.08	1.00
9	137	35	65.71	1.27
10	74	20	70.00	1.23
11	54	19	73.68	1.35
12	33	--	—	—
TOTAL	2,695	1,739	56.87	.98

0039

TABLE 21

MATHEMATICS ACHIEVEMENT DATA FROM
DISTRICTS WITH 300 TO 2,999 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	257	115	39.13	.73
3	310	164	50.00	1.01
4	369	181	44.75	.83
5	342	185	42.16	.73
6	172	171	35.67	.53
7	122	63	46.03	.76
8	105	41	48.78	.84
9	33	—	—	—
10	—	—	—	—
11	—	—	—	—
12	—	—	—	—
TOTAL	1,710	920	43.04	.77

0048

TABLE 22

MATHEMATICS ACHIEVEMENT DATA FROM
DISTRICTS OF LESS THAN 300 ADA

GRADE LEVEL	NUMBER IN PROGRAM (SAMPLE ONLY)	NUMBER OF PUPILS TESTED (SAMPLE ONLY)	PERCENT OF PUPILS TESTED SHOWING GAINS OF 1.0 MONTH PER MONTH AND GREATER OF INSTRUCTION	AVERAGE GAIN PER MONTH OF INSTRUCTION
2	12	5	-0-	.16
3	17	5	80.00	1.34
4	19	1	100.00	1.10
5	20	8	12.50	.02
6	20	5	40.00	.38
7	16	14	14.28	.36
8	10	5	60.00	.76
9	10	(3)	33.33	.90
10	6	4	-0-	.10
11	--	--	--	--
12	--	--	--	--
TOTAL	130	50	28.00	.45

6041

NONPUBLIC SCHOOL PROGRAMS FUNDED THROUGH TITLE I

During the 1973-74 school year, Title I programs were provided to educationally disadvantaged students in 112 nonpublic (private) schools. There were 56 local education agencies or public school districts which served as fiscal agents for the nonpublic schools. The programs in these schools served 6,950 children of which 81 percent were in grades prekindergarten through six. The ethnic representation of children in these programs showed a slightly higher percentage of Spanish-surnamed children than in public school programs and a lower percentage of Negro children (in nonpublic schools 55 percent Spanish-surnamed; 22 percent Negro; 23 percent Other).

Ninety percent of all the participants were involved in instructional activities funded through Title I and 53 percent of these children received at least one pupil service which was provided by Title I funds. Delivering these instructional and pupil services were 246 persons who were salaried either in whole or in part through Title I. Of these, 49 percent were teachers and 25 percent teacher aides. The extent to which other personnel were involved in these programs is not known. The total cost of providing programs to pupils in nonpublic schools through Title I was $1,052,619. Of this amount, 91 percent was expended for instructional programs and six percent for pupil services.

The concentration of the instructional programs appeared to be in the area of reading with 85 percent of the children receiving this type of instruction; 16 percent were in mathematics programs, 14 percent in English language arts, and 12 percent in oral language/language development programs.

Table 23 indicates how Title I funds were utilized in nonpublic schools. Table 24 shows the areas of instruction and the services received by pupils in the nonpublic schools.

TABLE 23

EXPENDITURE OF TITLE I FUNDS IN NONPUBLIC SCHOOLS

AREA OF EXPENDITURE	TITLE I FUNDS EXPENDED	PERCENT OF TOTAL TITLE I DOLLARS EXPENDED IN NONPUBLIC SCHOOL
Staff Development	$ 8,273	.7
Instruction for Pupils	//////	/////
Personnel	865,060	82.2
Materials and Supplies	58,566	5.6
Pupil Services	67,727	6.3
Program Planning and Development	1,735	.2
Program Evaluation and Research	1,393	.1
Dissemination and Replication	215	.02
Instructional Media, Selection, Acquisition, Development, and Use	24,621	2.3
General Administration	18,622	1.8
Equipment	6,405	.6
Construction and Remodeling	—	—
Parental Involvement	2	—
Total Expended By Nonpublic Schools	$1,052,619	100.00%

604

TABLE 24

PARTICIPATION OF PUPILS IN NONPUBLIC SCHOOLS
IN TITLE I FUNDED ACTIVITIES

ACTIVITIES	NUMBER OF PUPILS PARTICIPATING	PERCENT OF TOTAL NONPUBLIC PARTICIPANTS
Reading	5,908	85
Mathematics	1,138	16
English Language Arts	974	14
Oral Language/ Language Development	869	12
Preschool (Instruction)	64	.9
Natural Sciences/ Social Sciences	447	6
Enrichment Experiences	714	10
Physical Education, Health, Safety, Recreation	388	6
Special Education	71	1
Social Services	260	4
Food	209	3
Clothing	123	2
Transportation	382	6
Fees	155	2
Guidance and Counseling	1,613	23
Psychological Services	99	1
Dental Screening	1,296	19
Medical Screening	1,412	20

SUMMER PROGRAMS FUNDED THROUGH TITLE I

Title I funded programs were operated in 133 school districts in the summer of 1974. A total of 44,588 pupils, or 12 percent of the number which were involved during the regular term, participated in these summer activities which provided a wide range of experiences. Four percent of all Title I funds expended for FY 1973 were for these summer programs.

Summer programs have without exception been designed for elementary level pupils. Approximately 84 percent of all the participants were in grades prekindergarten through six. Participation by ethnicity was as follows: Spanish-surnamed, 56 percent; Negro, 29 percent; and Others, 15 percent.

The number and percent of total summer participants are shown in Table 25 according to the various activities and services in which these pupils were involved.

The number of personnel providing the services and activities shown in Table 25 are as follows:

Elementary Teachers	2,157
Secondary teachers	205
Elementary and secondary teachers	158
Teacher aides	1,890
Guidance counselors	21
Nurses	79
Social services personnel	49
Other professional personnel	322
Other nonprofessional personnel	590

The expenditures for summer programs are shown in Table 26. The manner in which funds were expended for these summer programs is approximately the same as those expended during the regular term programs.

0640

TABLE 25

PARTICIPATION IN SUMMER ACTIVITIES
FUNDED THROUGH TITLE I

ACTIVITIES	NUMBER OF PUPILS PARTICIPATING	PERCENT OF TOTAL SUMMER PARTICIPANTS
Reading	34,748	78
Mathematics	28,124	63
English Language Arts	22,531	51
Oral Language/ Language Development	25,019	56
Preschool	3,283	
Natural Sciences/ Social Sciences	8,213	18
Enrichment Experiences	28,518	64
Physical Education and Health, Safety, Recreation	24,826	56
Special Education	125	.3
Bilingual Education	3,116	7
Social Services	7,839	18
Food	24,377	55
Clothing	1,481	3
Transportation	31,351	70
Fees	7,456	17
Guidance and Counseling	4,326	10
Psychological Services	37	—
Dental Care		
Screening	7,381	17
Referral	1,820	4
Treatment by Nonschool Personnel	590	1
Treatment by School Personnel	433	.9
Medical Care		
Screening	7,565	17
Referral	1,921	4
Treatment by Nonschool Personnel	674	2
Treatment by School Personnel	2,094	5

0641

TABLE 26

EXPENDITURE OF TITLE I FUNDS
FOR SUMMER PROGRAMS

AREA OF EXPENDITURE	AMOUNT EXPENDED	PERCENT OF TOTAL EXPENDED FOR SUMMER PROGRAM
Staff Development	$ 88,756	2.5
Instruction for Pupils		
Personnel	2,412,123	67.6
Materials and Supplies	372,571	10.4
Pupil Services	487,767	13.7
Program Planning and Development	23,636	.7
Program Evaluation and Research	11,095	.3
Dissemination and Replication	3,176	.09
Instructional Media, Selection, Acquisition, Development, and Use	36,797	1.0
General Administration	92,736	2.6
Equipment	36,809	1.0
Construction and Remodeling	—	—
Parental Involvement	844	.02
Total Expended for Summer Programs	$3,566,310	100.00%

SUMMARY OF EXPENDITURE OF TITLE I FUNDS FOR SCHOOL YEAR 1973-74 AND SUMMER SCHOOL 1974

Table 27 provides an overview of the areas in which Title I funds were expended during the 1973-74 school year, including the 1974 summer programs. The funds reported in this table include 1973-74 funds, 1972-73 impounded funds which were carried over to 1973-74, and Part C funds.

From information presented in this table, it appears that, as in the past, small districts (Strata II districts) expend a greater percentage of their Title I funds for direct instructional activities and large districts expend a greater percentage in providing pupil services.

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TABLE 27

SUMMARY OF TITLE I FUNDS
EXPENDED IN 1973-74 PROGRAMS

AREA OF EXPENDITURE	ALL DISTRICTS	PERCENT OF TOTAL	STRATA I DISTRICTS	PERCENT OF TOTAL STRATA I	STRATA II DISTRICTS	PERCENT OF TOTAL STRATA II
Staff Development	$ 440,881	.7%	$ 231,089	1.5%	$ 209,792	.5%
Instruction for Pupils						
Personnel	41,146,921	64.9%	10,346,697	66.5%	30,800,224	71.2%
Materials and Supplies	3,955,077	6.2%	1,032,514	6.6%	2,922,563	6.8%
Pupil Services						
Personnel	6,075,419	9.6%	2,231,863	14.3%	3,843,556	8.9%
Materials and Supplies	1,171,170	1.8%	186,648	1.2%	984,522	2.3%
Program Planning and Development	281,539	.4%	89,874	.6%	191,665	.4%
Program Evaluation and Research	557,334	.9%	434,904	2.8%	122,430	.3%
Dissemination and Replication	81,562	.1%	16,825	.1%	64,737	.1%
Instructional Media Selection, Acquisition, Development, Use	852,056	1.3%	70,138	.5%	781,918	1.8%
General Administration	2,410,354	3.8%	686,790	4.4%	1,723,564	4.0%
Equipment	1,458,799	2.3%	200,148	1.3%	1,258,651	2.9%
Construction and Remodeling	366,465	.6%	-0-	-0-	366,465	.8%
Parental Involvement	33,872	.1%	28,963	.2%	4,909	.01%
Summer Programs	3,566,310	5.6%				
Nonpublic Programs	1,052,619	1.7%				
Total	$63,450,378	100.0%	$15,556,453	100.0%	$43,274,996	100.0%

RECOMMENDATIONS

The statistics and information presented on the previous pages of this report provide an overview of the nature and extent of the use of Title I funds for educationally disadvantaged children. However, questions may be raised by this information which at this time can be answered in only a cursory manner. These questions point to the need for an improved system for examining the results of these programs in relation to the resources, including money, personnel, time, and efforts, which impact upon students. The following recommendations address needs at the local, state, and federal decision-making levels.

Local

- Evaluation should be an integral part of program planning.

  From examination of new program applications and discussions with those planning and operating current year programs, it appears that there is a need for greater emphasis to be placed on the use of evaluative data in changing and improving existing programs for disadvantaged children. In the past, programs have been continued without thoroughly examining the results.

- Involvement of counselors, teachers, students, and parents in actual program planning, as well as program implementation, should be increased.

  Personnel working in Title I funded programs should be involved in planning these programs.

State

- A decision for the future direction of compensatory education programs on a statewide level is needed.

  In the past, local districts have been autonomous in charting the direction of the Title I programs in their districts. The establishment of local objectives has precluded a statewide evaluation system because of the lack of comparability between districts. If a need continues for statewide evaluation results, then statewide objectives for the Title I program must be established. The lack of comparable measures of achievement, or test results, will continue until specific direction on a statewide basis is provided to those districts which operate programs.

  If statewide objectives for the Title I program are not desired or not obtainable, then perhaps a core of common objectives or a set of basic objectives could be utilized with each district required to use comparable measures of achievement.

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- The use of evaluative information in reviewing applications for Title I funded programs should be an important part of the approval process.

  Changes are continually underway to improve the type and quality of information reported to the Texas Education Agency about previous years programs. This information must be utilized in examining new program applications and in providing technical assistance to local districts in improving programs.

  Ninety-eight percent of all the districts operating programs during the 1973-74 school year provided information to the Texas Education Agency at the end of their programs and of those submitting a report, approximately 99 percent reported measures of achievement. These statistics alone are positive indicators that districts are attempting to provide the information requested by the Texas Education Agency. The State agency must use evaluative data received from the districts in reviewing applications and in providing assistance to schools.

- Accurate school leaver data must be collected statewide.

  One of the most obvious evidences of the success of Title I programs should be a reduction in the number of pupils who leave school before completing an adequate course of study. Accurate information about school leavers is not available. Efforts should be directed to improving the follow-up system for school leavers.

- Evaluation data is needed on pupils below grade two.

  As the state of the art advances, direction should be provided to local districts for the evaluation of programs involving very young children.

- All efforts directed toward the solution of an identified problem should be coordinated.

  Since student growth results from a variety of factors, evaluation studies are needed which take into consideration all measureable relevant in-school and out-of-school variables.

Federal

- Provisions for longitudinal evaluations should be considered.

  The impact of compensatory programs is rarely evidenced within the span of one year. The educational needs of these children

are usually of such scope that only a concentrated effort over an extended period of time can adequately benefit these children. Therefore, determining whether the needs of these children have been met should be examined over a longer time duration.

- Funding formulas should place emphasis upon those pupils with the greatest educational needs, rather than socio-economic factors.

  Federal allocation of dollars provide the greatest amount of funds for states with high numbers of children eligible for Aid for Dependent Children (AFDC). This discriminates against a large number of educationally disadvantaged students who have both parents and are in need of supplementary educational treatment.

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